

## 3<sup>rd</sup> Grade – Lesson 5

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Unit: 1 Lesson 5

Lesson Title: People Bring Changes

Short Term Goal:

**Recognize individuals that contribute to the common good of a community**

SLEs:

H.6.3.2: Examine historical people and events of Arkansas (e.g., Maya Angelou, Civil War, civil rights movement)

H.6.3.6: Recognize individuals who contributed to the common good of society (e.g., Rosa Parks, Susan B. Anthony, César Chávez)

H.6.3.7: Analyze a *timeline* that illustrates selected historical events

**Common Core:**

**Reading Standards for Literature**

**CC3RL1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**CC3RL2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

**CC3RL3** Describe characters in a story (e.g., traits, motivations, or feelings) & explain how their actions contribute to the sequence of events.

**CC3RL4.** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from no literal language.

**CC3RL5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**Reading Standards for Informational Text**

**CC3RI1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

**CC3RI2** Determine the main idea of a text; recount the key details & explain how they support the main idea.

**CC3RI7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**CC3RI10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

**Speaking and Listening Standards**

**CC3SL2** Determine the main ideas & supporting details of a text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally

**CC3SL4** Report on a topic or text, tell a story, or recount an experience with appropriate facts & relevant, descriptive details, speaking clearly at an understandable pace.

**CC3SL4a.** Read on-level text with purpose and understanding.

**Writing Standards**

**CC3W2b** Develop the topic with facts, definitions, & details.

**CC3W2c** Use linking words & phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information

**CC3W2d** Provide a concluding statement or section.

**CC.3.W.4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**CC.3.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience.

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### Materials:

**Harcourt Social Studies pp – 162-167 – “People Bring Changes”**

**Additional Resources:** Historic Arkansas Museum, links to Arkansans who made a difference in various Arkansas communities – [www.historickansas.org](http://www.historickansas.org)

**Old State House – [www.oldstatehouse.com](http://www.oldstatehouse.com)**

### What:

We are going to read and discuss about certain people in our national and local communities that brought about some important changes.

### Why:

We will be able to discuss and write about what specific things caused important changes

### How:

We will read about people who brought about changes in our social studies texts as well as researching online to websites that help us learn about famous Arkansans.

### Guided Practice:

#### First Session:

Set up the lesson by introducing some of the important vocabulary and phrases they'll be coming across. (ex. “What does “the common good” mean?”)

Tell students they are going to read in their social studies texts about certain people who invented things that helped make our communities grow and change.

Read pp 162-164.

After the reading have a discussion with students about the images shown on the texts. You may want to compare and contrast the images to what our communities look like today.

#### Second Session:

Have a quick discussion about first lesson and review those people who brought about change due to the inventions they created.

Direct students to pp. 165-167. Tell students the people they'll be reading about today brought about change due in part to their beliefs and actions.

This may lead into discussions about civil rights. Just as they did the day before, you may have students writing to compare and contrast about the rights of students/people 50 years ago, compare to now.

#### Third Session(optional):

This might be a good time to have students research famous Arkansans who have lived

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or impacted their local community. Using the websites provided, have students choose an Arkansan and have them write two or three things this person did that had an impact or caused some kind of change in the community. Students might need to be given a list to choose from as well as 3 or 4 questions to answer and report on – either in small or large groups.